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ABSTRACT

This document investigates the attitudes of successful individuals, citing the achievement of established goals as the criteria for success. After offering various definitions of success, the paper focuses on the importance of self-esteem to success and considers ways by which the self-esteem of students can be improved. Theories of human behavior are reviewed and examined as they apply to the field of education. Educational leaders are encouraged to instill in students an awareness of the destructiveness of negative thinking and the value of positive thinking. Suggestions for how to do this are offered through a review of models and beliefs of various authors. It is suggested that individuals with positive self-concepts are generally successful in any endeavor. A plan is proposed which allows educational leaders to become a part of promoting self-esteem in each individual student. A section on implications for enhancing self-esteem includes Mager's list of 20 positive practices for instructors; Chamberlin's list of 20 instructional traits; the California Task Force's 11 recommendations on education and self-esteem; Preziosi's 15 recommendations on how instructors can work with students; and suggestions from Purkey's Invitational Education Model. In addition, 22 of Purkey's Invitational samplers are listed, and his suggestions for both secondary school teachers and middle-school teachers are also provided. References are included. (NB)

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ATTITUDES OF SUCCESS

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Abstract

This study investigates the attitudes of successful individuals. Individuals achieving established goals is the criteria for success. The findings indicate that individuals with positive self-concepts are generally successful in any endeavor. A plan is proposed which allows educational leaders to become a part of promoting positive self-esteem in each individual.

ATTITUDES OF SUCCESS

In order to discuss attitudes needed for success, one must first define success. To many, success means fame or fortune. Richard M. Huber (1971, p. 1) states that "...success was not simply being rich or famous. It meant attaining riches or achieving fame. You had to know where a man began and where he ended in order to determine how far he had come." Huber (1971) stated that:

> True success is within ourselves--in peace of mind or happiness. When it is outside of ourselves, it flows from self-giving rather than self-seeking. It is measured by a happy family life or service to others. It flows out of what we are taught is our better selves. It is marked not by what assets we have accumulated in our estate but what good deeds we have sent before. (p. 449)

According to Russon and Wallace (1981):

> Confidence and self-esteem can affect your success--or effect your failure. It seems almost inevitable that when you expect to fail, you will. But when you believe in yourself and expect to succeed, your likelihood of success is greatly improved. (p. 17)

The process of self, according to Frey and Carlock (1989), is continually changing as one interacts with the environment and unites experience and knowledge. Frey and Carlock (1989, p. 2)

"defined self as the individual's attitudes toward self." In addition, Zig Ziglar stated that (1985, p. 12), "The important and decisive factor in life is not what happens to us, but the attitude we take toward what happens." If this is indeed fact, should not that attitude of self be positive?

Many articles have been written to relate why the majority of individuals do not succeed and what is needed to have success, but the most important unanswered questions of all are: HOW to think positively, HOW to change your self-image, HOW to become motivated (Fowler, 1972).

Most schools consider students as the major source of problems, but Apollo High School in California decided it was the system not the students (Greene & Uroff, 1989). By allowing the students to participate in establishing rules and sharing the responsibility for enforcing the rules, the staff helped students build their self-esteem. Additionally, the staff provided students with "the four A's: Attention, Acceptance, Appreciation, and Affection" (Greene & Uroff, 1989, p. 80).

Creative solutions to problems are used at Apollo such as, holding class in the bedroom of a student routinely late or painting murals on walls marked by graffiti (Greene & Uroff, 1989). The staff also meets with William Glasser, author of Control Theory in the Classroom, regularly for support. In the article by Brad Greene and Shayle Uroff (1989), they stated:

> According to Glasser, all human behavior results from the individuals attempts to satisfy five basic needs: survival, belonging, power, freedom, and fun. Glasser stresses that at-risk students do not have positive pictures of schools or learning and, until they do, will not work in school. Therefore, teachers and administrators must structure the school environment so that students' basic needs are met. (p. 80)

Five basic human needs were earlier identified by a well-known, great researcher, Abraham H. Maslow. Maslow classified these as: a need for shelter and food, a need for feeling safe and free from danger, a need to be accepted as part of the group, a need to have a feeling of success, and a need to feel that what we're doing is worthwhile (Russon & Wallace, 1981).

Frey and Carlock (1989) said that Maslow and Combs described in 1962 the confident individual or self-actualized individual as having the following characteristics. Maslow described those traits as:

1. Acceptance of inner core of self.
2. Expression of inner core of self.
3. Minimal presence of ill health, neurosis, psychic loss, or diminution of basic human personal capacities. This inner core is good, but although biologically based is weak.

4. Selfishness and unselfishness fused into higher superordinate unity.
5. Conscious, preconsciousness, unconsciousness integrated.
6. Conative, cognitive, affective, and motor more synergic.
7. Aesthetic perceiving, creating, and peak experiences are central aspects of life and of psychology and educational rather than peripheral. (p. 36)

Combs (1962) described the fully functioning individual as:

1. Seeing him/herself in positive ways,
2. Having a [an] identification with others,
3. Being open to experience and acceptance,
4. Having a rich and available perceptual field.

These characteristics form what can be described as healthy self-concept resulting in positive self esteem. They are the goals toward which many strive throughout their life. (pp. 42-43)

In a study commissioned by the Schools Council for Curriculum and Examinations, Sumner and Warburton (1965) concluded that:

...schools need to pitch their requirements within the pupils' reach, yet make tasks difficult enough to

> represent a real advance. And this needs to be done continuously and continually in order to lead children to respect themselves. It seems probably that a conception of self-respect provides illumination for understanding, respect for others and consideration of others' interests. (p. 146)

As educational leaders, we need to instill in students an awareness of the destructiveness of negative thinking and the value of positive thinking. Students should be made aware of their subconscious. Jack Fowler (1972, p. 18) says "If you fail to feed your subconscious your desires, it feeds upon either the desires of others or random thoughts that reach it. ...your conscious mind must be the controlling factor."

Fowler (1972) thinks there are four basic tools for creating successful change: creative wording, creative imagination, acting-image, and repetition. Leslie Chamberlin (1984) also felt that individuals learn in creative ways and that activities should be designed to allow free expression, without right or wrong answers. "Creative wording must express your goal as existing here and now, as already being yours" (Fowler, 1972, p. 76). Chamberlin (1984, p. 142) said "When an individual thinks or acts in an innovative way and these efforts are rewarded, there is a greater likelihood that the individual will be creative in the future." Repetition of the "I am" clause should be habitual (Fowler, 1972). Jack Fowler (1972) says:

> When you repeatedly act the part of the person you want to become or act the part of a person who possesses a habit or belief or quality you wish to acquire, your subconscious reacts to this experiencing and is conditioned to react automatically. This new habit or quality becomes a part of "you." (p. 171)

It is a known fact that people influence people, and educators are a major influencer (Mager, 1968). "Social psychologists clearly state that a person's self-concept is learned through interpersonal encounters with significant others" (LaBenne & Greene, 1969, p. 27). Purkey (1970) claimed that a teacher becomes significant by the attitudes he conveys and the atmosphere he develops. William Purkey (1970, p. 27) said that "The way the teacher becomes significant seems to rest on two forces: (1) what he believes, and (2) what he does." Mager (1968) felt that the most important goal of teaching is to prepare the student to use newly acquired skills and to instill a desire to continually enrich those skills. Chamberlin (1984, p. 159) felt that good managers of education had "positive attitudes toward their students/children. They tend to think of, refer to, and act as if their students/children are capable, honest, friendly, cooperative, trustworthy, etc." According to Preziosi, (1990) instructors must keep several points in mind: that each student brings a different level of self-esteem into the classroom, that each student learns, behaves, and feels according

to their level of self-esteem that students need to feel good about themselves as learners, and that students will behave in ways they think will increase their self-esteem. Mager (1968, p. 37) stated that "Our concern, remember, is not whether teachers are the sole source of influence, but with whether teachers are a positive source of influence."

According to W. D. LaBenne and B. I. Greene (1969), the student's concept of self resides in what he thinks others think of him. In a study by Sonia Ochroch and Majorie Dugan (1986, p. 99), the belief of the unsuccessful group was "that their lives are controlled by chance, rather than from within...." Their learning style showed that they "did not like detailed instruction, preferred working with people, and listening was the preferred mode of learning" (Ochroch & Dugan, 1986, p. 95).

Chamberlin (1984) suggested that students who participate in sports will also develop other important aspects of themselves such as: (1) the ability to focus toward a goal, (2) a positive expectation toward a goal, (3) a willingness to take a risk, (4) a loyalty of teamwork toward a goal, (5) self-control, and (6) will build self-confidence and an understanding of their potential.

Purkey and Schmidt (1987, p. 5) stated that "...inviting relationships seek to assist people in recognizing their potential to develop optimally: to become more self-reliant, more emotionally and physically healthy, more unique and

creative, more able to set realistic goals, and more capable of achieving those goals."

William Purkey (1970) pointed out that there were some important characteristics of the concept of the self:

> (1) that the self is organized and dynamic; (2) that to the experiencing individual, the self is the center of his personal universe; (3) that everything is observed, interpreted, and comprehended from this personal vantage point; and (4) that human motivation is a product of the universal striving to maintain, protect, and enhance the self. (p. 13)

The Invitational Education Model that would make schools more inviting was introduced in 1978 by William Purkey (Purkey & Novak, 1984). The model (Purkey & Schmidt, 1987) consists of four value-based assumptions:

> (1) people are able, valuable, capable of self-direction, and should be treated accordingly, (2) helping is a cooperative alliance in which process is as important as product, (3) people possess relatively untapped potential in all areas of human development, and (4) this potential can best be realized by places, policies, and programs that are intentionally designed to invite development, and by people who consistently seek to realize this potential in themselves and others, personally and professionally. (p. 3)

Purkey's Model (1990) offers four elements necessary to practice invitational learning: optimism, respect, trust, and intentionality. It operates on the assumption that we treat people with respect, with everything counting, and as if they are already what they are capable of becoming. Purkey and Novak (1984, p. xiii) state that "a teacher's primary role is seeing students in essentially positive ways and inviting them to behave accordingly."

Whenever applying invitational learning, it is important to keep the "**HALT** concept in mind: never make important decisions when you are **H**ungry, **A**ngry, **L**onely, or **T**ired" (Purkey et al., 1990, p. 23).

California (Pondering, 1987) created a task force to promote self-esteem, but not all Californians agree that its purpose would benefit the state since most of the newly created jobs are low salaried and people couldn't feel good about themselves after landing such a job. The task force (California, 1990, p. vii) did state that there were four primary ingredients needed for self-esteem: "...a sense of belonging, likability, a feeling of significance and acknowledgement of hard work."

The California Task Force (1990, p. 13) stated that "Self-esteem has to do with our reputation with our 'selves.' So, one way or another, that's where we all must begin--by taking responsibility for ourselves, choosing how well to treat

ourselves. ...As we grow in our own self-esteem, we are able to assist others in their growth."

Purkey (et al., 1990, p. 120) stated: "With the right mixture of ingredients in a helping relationship, we can discover that most of the qualities we search for in life are found within ourselves."

IMPLICATIONS FOR ENHANCING SELF-ESTEEM

Mager's (1968) list of positive practices for instructors include:

* Acknowledging students' responses, whether correct or incorrect, as attempts to learn, and following them with accepting rather than rejecting comments ("No, you'll have to try again," rather than "How could you make such a stupid error!").
* Reinforcing or rewarding subject approach responses.
* Providing instruction in increments that will allow success most of the time.
* Eliciting learning responses in private rather than in public.
* Providing enough signposts so that the student always knows where he is and where he is expected to go.
* Detecting what the student already knows and dropping that from his curriculum (thus not boring him by teaching him what he already knows).
* Providing feedback that is immediate and specific to the student's response.
* Giving the student some choice in selecting and sequencing subject matter (especially where you maintain rigid control over the goals of the

instruction), thus making positive involvement possible.

* Providing the student with some control over the length of the instructional session.
* Relating new information to old, within the experience of the student.
* Treating the student as a person rather than as a number in a faceless mass.
* Using active rather than passive words during presentations.
* Making use of those variables known to be successful in attracting and holding human attention, such as motion, color, contrast, variety, and personal reference.
* For administrators only: Allowing only those instructors who like and are enthusiastic about their subjects (and students) to teach.
* Making sure the student can perform with ease, not just barely, so that confidence can be developed.
* Expressing genuine delight at seeing the student (Delighted to see you again!).
* Expressing genuine delight at seeing the student succeed.
* Providing instructional tasks that are relevant to your objectives.

* Using only those test items relevant to your objectives.
* Allowing students to move about as freely as their physiology and their curiosity demand. (pp. 58-59)

Chamberlin's (1984) list of instructional traits included:

1. the ability to understand that methods of raising children differ from one culture to another
2. the ability to understand that economic and social differences affect the development of the individual child
3. the ability to understand that children have a "culture" all their own and the willingness to attempt to relate to it
4. a sensitivity to the basic needs of children; physical, emotional, and psychological
5. the willingness to attempt to understand how children grow, develop, and learn
6. an interest in all children, both the good and the troublesome
7. the willingness to attempt to provide an atmosphere that is free of tension and conducive to teaching and learning

8. the ability to be fair, impartial, and consistent in dealing with students/children
9. being primarily a child-centered thinker, not task-centered
10. providing for individual differences in children in every way possible within the given situation
11. being a multimedia (book, blackboard, radio, TV, films, computer, etc.) instructor who makes use of the best teaching media available
12. the conscientiousness to plan and prepare thoroughly what is to be taught
13. the ability to work at establishing and maintaining good working relations with co-workers/family members
14. a working knowledge of the activities and services of the psychologist, psychiatrist, social worker, counselor, physician, and nurse
15. the ability to unhesitatingly use the services and facilities of the school system and community in solving difficult problems; a team outlook; doesn't try to go it alone
16. the ability to use test data from all sources and supplement it on an individual basis when necessary

17. the ability to use the schools' cumulative records for the purpose of understanding students/children
18. the knowledge that teacher/parents must play many roles in fulfilling their duties and play all parts with interest and enthusiasm; understand and fulfill their role as teachers/parents
19. the ability to listen and speak as simply and quickly as possible Words, words, words are sometimes the teacher's/parent's worst enemy.
20. the ability to present a pleasing, sympathetic, and dynamic, but not dominating, personality to the students/children. (pp. 156-157)

The California Task Force's (1990) recommendations on education and self-esteem were:

1. Self-esteem and responsibility must be woven into the total educational program.
2. Educate every educator--through pre-service and in-service training--in self-esteem and responsibility.
3. Give students opportunities to do community service.
4. Formulate a real-life skills curriculum.
5. Promote more parent involvement.

6. Be sensitive to the needs of students at risk of failure.
7. Use the arts to help develop self-esteem and responsibility.
8. Expand counseling and peer counseling services for students.
9. Provide cooperative learning opportunities.
10. Reduce class size or student:adult ratios.
11. Implement programs to counteract bigotry and prejudice. (p. 7)

Robert C. Preziosi (1990) felt that:

For students with high self-esteem, instructors need to:

* Communicate high, but reasonable performance expectations.
* Provide challenging learning activities.
* Allow for the expression of high-esteem behaviors that are disruptive. An example would be to allow a student to verbally "pat himself on the back" for answering a tough question posed by the instructor.
* Maintain time and performance quality goals that are consistent.
* Reinforce the feeling of satisfaction with learning.

* Point out how the learning applies to the student's development.
* Interpret learning objectives as challenging.
* Provide opportunities for the extension of learning.

For students with low self-esteem, the instructor should:

* Maintain a supportive environment among students.
* Provide for esteem-enhancing behaviors on the part of the instructor and students. One example would be the use of verbal encouragement by the instructor: "You're on the right track. Keep talking."
* Simplify objectives and learning.
* Help students feel satisfaction when they are successful.
* Require specificity in attitudinal or behavioral learning. For example, a psychology professor asking a student to define "social neurosis" in Freudian terms illustrates.
* Counsel and coach as often as necessary.
* Avoid overloading with negative feedback. (p.5)

William Purkey's (1988) Invitational Samplers included:

* share decisions
* show appreciation
* display emblems of trust

* check your sign language
* hold your point--(be consistent & dependable)
* share success stories
* read behavior backwards--(look at the why to understand what)
* mount mirrors
* remember jello principle--(everyone's interconnected)
* paint the locker room--(inviting physical environment)
* ensure quick line time
* tap parent power
* rule of four c's: concern, confer, consult, confront
* treat yourself
* rehearse the future
* learn handles
* act caringly
* rule of four--(four hours of training: delegate)
* carpool an adventure
* make phone ally
* invite explicitly
* handle unacceptable

According to William Purkey (1984), secondary-school teachers can enhance self-esteem by the following:

1. Stating how pleased you are to have the particular student.

2. Employ some of the same techniques of athletic teams to develop class comradery.
3. Allow students to learn more about each other.
4. Inviting an exchange of ideas.
5. Hold contests such as the most trivial trivia.
6. Try to understand the student's world.
7. Invite outside experts among co-workers to your class.
8. Change your room arrangement from time to time.
9. Use the opaque projector to show drawings, etc.
10. Encourage participation by dividing into groups.
11. Maintain a giveaway library.
12. Collect junk that can encourage imagination.
13. Involve the student in the production of something.
14. Allow students to share some of the teacher's routine duties.
15. Ask "What would you like to learn to do?"
16. Arrange a tutoring program.
17. Ask questions that allow more than a yes or no.
18. Have students prepare one-minute commercials on the academic concept.
19. Organize an emergency packet.
20. Share yourself as a person other than as a teacher.
21. Involve students in decisions.
22. Use simple questions that have no simple answers to enlighten students.

23. Be the first to greet the student and the last to say goodby.
24. Use collective, inclusive pronouns such as we or our.
25. Change your grading pen color from time to time.

Purkey also had the following suggestions for middle-school teachers:

1. Contact students before school begins.
2. Share decisions.
3. Allow students to write something unusual about themselves and have others make discovery.
4. Start a trading library within your classroom.
5. Divide class into groups to do research.
6. Have positive communication.
7. Keep up with time and use it wisely.
8. Practice lowering your voice to seek attention.
9. Be willing to discuss your own lack of knowledge of subject matter.
10. Do not respond whenever angry or upset.
11. Relate to people, not labels.
12. Post college offerings to encourage others to take advantage of offerings.
13. Bring goodies to class to teach fraction differences.

14. Wear socks on outside field trips, and place wet socks outside in the sunshine to allow something to grow to create interest.
15. Allow each person to add to a poem with one-liners.
16. Place a mirror on the wall to promote grooming.
17. Visit a graveyard to encourage writing and imagination.
18. Have students list all sounds heard on a sound walk.
19. Invite writing stories about themselves.
20. Buy greetings at half price and mail to students.
21. Discover a salad bar and invite colleagues to share.
22. Begin a museum of awards received during teaching career.
23. Handle the unacceptable by encouraging the student that you think they can do better than that.
24. Swap a teacher.
25. Maintain a model classroom--decorate from time to time.

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